DOCUMENT RESUME

ED 054 531	24	EA 003 656
AUTHOR	Thompson, Robert	
TITLE	Factors Resulting in Variations in Citizen Interest, Involvement, and Support of Their Local School Systems. Final Report.	
INSTITUTION	Oregon Univ., Eugene.	
SPONS AGENCY	National Center for Educational Research and Development (DHEW/CE), Washington, D.C.	
BUREAU NO	BR-8-I-122	
PUB DATE	Sep 70	
GRANT	OEG-9-9-470122-0025(057)	
NOTE	33p.	
EDRS PRICE	MF-$0.65 HC-$3.29	
DESCRIPTORS	*Behavioral Science Research; *Citizen Participation; Community Organizations; Economic Factors; Family Characteristics; Local Issues; *Participant Characteristics; *Political Attitudes; Racial Factors; Research Needs; *School Districts; Social Factors	

ABSTRACT

This report examines the role of such variables as income, race, family structure, home ownership, and membership in organizations as factors influencing citizen involvement in various levels of government. Researchers attempted to discover whether participation in local schools per se presupposes an interest in and involvement with local government on the part of the population; the extent to which size and economic base of the community affects the nature or amount of interest by citizens in school affairs; and the extent to which race differentiates patterns of participation in schools and local government. Results of the research indicate little relationship between changes in the objective status of an individual in his community and his attitudes. The report concludes that there are two types of people, those who are active in public work continuously and those who become aroused over one single issue. A related document is EA 003 657. (JF)

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ED054531

Final Report

Project No. 8-1-122
Grant No. OEG-9-9-470122-0025(057)

Factors Resulting in Variations in Citizen Interest, Involvement, and Support of their Local School Systems

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September 1970

The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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Office of Education
Bureau of Research

EA 003 656

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SUMMARY

Title: Factors Resulting in Variations in Citizen Interest, Involvement, and Support of their Local School Systems

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Project Number: 8-1-122

Duration: September, 1968 to September, 1970

The following report examines the role of such variables as income, family structure, home ownership and membership in organizations as influencing factors in participation, involvement, or interest in various levels of local government. Thus this study focused on such questions as the following: Does participation in local schools per se presuppose an interest in and involvement with local government on the part of the population? To what extent does the size and economic base of the community affect the nature and/or amount of interest, participation, etc., by citizens in school affairs? To what extent, if any, does race differentiate patterns of participation, etc., in the schools and local government? In terms of the racial variable, to what extent does socio-economic class play a role in determining the amount of participation in schools or local government?

To put it another way, assuming that lower class blacks fail to participate either in helping to determine local school policy, or local governmental policy, is race the sole factor involved or does the class variable come into play? A related question concerns the degree of participation by educated middle class black Americans in the policy process.

Introduction

Given the tremendous growth in the importance of education as a prime determinant of the life chances of the individual in the past decade, in which one's technical qualifications are the primary determinants of his status, it should be safe to assume a continuing, if not actually rising interest in the schools themselves on the part of the voting public. It would appear, however, that the education boom, wherein the technical society received its biggest boost beginning with the advent of Sputnik, has slipped into a recession. Awareness of a situation somehow not congruent with the demands of a technical society is being pressed ever more acutely upon the various administrative officials responsible for school budgetary matters. What appears to be an increasingly anti-school attitude among voters has caused an alarming, especially because of its increasing, rate of failure to pass various budget and bond issues which are submitted for voter approval. Given the antiquated tax structure and revenue base found in most school districts, an annual trek to the polls is mandatory for even the minimal operation of present educational plants. In the face of rising costs of construction, materials, and competent teachers, coupled with the rapid increase in school populations as the baby boom following the second world war hits, and an increasing, if much belated concern with the plight of various minority groups, budget turndowns would appear to be completely anomalous. The midwest provides examples where actual school shutdowns resulted from the lack of sufficient voter-appropriated funds -- indeed, one of the cities in the purview of this study found it necessary to drop from its budget in the inter-scholastic athletic program in order to get a budget amount the voters would agree upon. Such outcomes as this should lend some credence to warnings by the administrators about the potential outcome of continual repudiations. On the contrary, however, the end of such defeats appears to be not at all near.

It becomes ever more apparent that either the right questions are not asked of the potential voter in attempts to discover precisely where his discomfiture lies, or the administrators involved are incapable of, or unable to produce, action based upon that knowledge, through adherence to outmoded or unrealistic principles of action. That is, either their knowledge is insufficient, or given the understanding, the nature of what is essentially a political situation may well prevent action which would reflect that knowledge.

A previous report published by this institute,[1] utilizing the same data to be used herein, makes it rather painfully clear that a substantial amount of the work extant regarding the perceptions, attitudes, and orientations of the public at large, and especially those

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[1] Robert E. Agger and Joseph J. Fashing, Effects of Educational Innovations for the Culturally Deprived on Citizen Support for the Schools, 1969.

of the poor and culturally disadvantaged, may consist of many conceptions that approximate more closely the realm of mythology than that of social facts. Couple this with a genuine desire on the part of the school administrators not to appear ignorant of their constituents, and the output will almost certainly be one which will not facilitate communication nor promote the development of programs which are not only needed but which might, in actuality, appeal to the self-interest of those not generally involved at the present time. (Some belated recognition of the former appears to have dawned upon the school board of at least one Oregon community, Eugene, also within our survey, as manifested by their request that voters complete a questionnaire regarding certain elements of the budget at issue during one of their recent returns to the polls.)

Central to this report will be, therefore, a search for factors to which may be attributed the variable nature of interest, involvement and support as demonstrated by the citizenry regarding their local school system (as well as aspects of local government). We will investigate primarily four areas, as elaborated below:

1. What relationship, if any, has participation in local government affairs to participation, interest, etc., in the affairs of the neighborhood school?

2. To what extent does the size and economic base of the community affect the nature and/or amount of interest, participation, etc., by citizens in school affairs?

3. To what extent, if any, does race differentiate patterns of participation, etc., in the schools and local government?

4. Partly as a function of the above (3), is there a relationship between socio-economic (or cultural) class position, in terms of family structure, general social participation, home ownership, and the amount of participation in school affairs?

It should be emphasized here that it is the "variable nature" of citizen orientations which will draw the focus of this examination. That is, the relatively abundant material available regarding who does and who does not participate in the various aspects of community life almost without fail is drawn from static cross-sections of the population, by the survey technique.

What influence, if any, this research methodology could be said to have had upon actual research results would be difficult to determine. By its nature, however, the survey design is best utilized to test for differences between groupings within a population. The survey analysis might be quite sufficient if society were a static phenomenon. The problem exists, however, of individuals who occasionally find one or more of their positions of statuses in society altered, either due to their own efforts or events in their environment. It is with this

group, who probably end up in error categories in most theoretical schema, and not in the static picture, that some knowledge of social processes could be gained. Methodologically called crossover, this propensity of humans to change in sometimes unpredictable, and often basic, ways, can play havoc with the survey design because there is no linkage between one survey and another.

This report, by the use of panel, or over time, data collected upon the same individuals, can focus upon those individuals who do not follow the standard pattern of attitudes and behavior, that is whose position or status in life, or whose attitudes and orientations have changed over time.

Theoretical Framework

Regarding participation in the affairs of schools and local government, what has been said in the interest of characterizing the involved versus the non-involved individual? Are there any particular characteristics which appear to be related to, or promote participation in these areas? The most frequent, indeed virtually the only, explanation given in the literature is found to be primarily in terms of the individual's position in the social structure, having to do largely with his socio-economic status. Another variable, usually highly related to the first, is the amount of education, and still another is the age of the individual.

Thus we find that as one moves up the SES scale, we are given to understand that both the quantity and quality of participation of the individual in the affairs of the community increases. This differentiation of behavior is explained in terms of greater responsibilities to, and awareness of the neighborhood and urban area as a whole, which thereby produces (or at least implies) a greater need or desire or realization that participation in the various activities of government and the educational institutions is to his, and others' benefit. That is, not only does he vote more frequently but also joins more voluntary organizations. Highly correlated with socio-economic status is amount of education (sometimes used as part of the measure of the former), which enables the individual to keep better informed, not only in terms of the information actually read, but also in terms of his acquaintances, who may more likely be among the decision-makers of the community. Age, of course, is a factor primarily in its relationship to the probability of having children of school age.

The earlier report mentioned at the outset dealt, among other programs, with an experimental group involved in one way or another with a recently built junior college. This institution, one of the fastest growing in the state, places heavy emphasis upon programs specifically directed toward improving the well-being of the culturally

disadvantaged individual. The experimental group, which consisted of both direct participants and relatives of those in the program, apparently found the experience to be a positive one to the extent of its being the impetus for changes in their orientations towards their education. Rather than maintaining the mythological orientations toward education, generally characterized as apathetic and negative (as the time-one responses tended to demonstrate), the participants became more favorable toward a collection of items dealing with attitudes towards school generally, than did a control group.

On a variety of dimensions, the experimental groups became more progressive (in the liberal sense). Those dimensions follow.

Educational Modernization, which means that the respondent favored:

1. Spending more money on special education
2. New teaching techniques in the public schools
3. Providing kindergartens out of school tax money

Special Programs for the Poor, in this favoring such items as:

1. Employment Training Centers to provide job training for out-of-school youth
2. Adult literacy training and job retraining
3. Public nursery schools for culturally deprived children such as Headstart
4. Intensive service for "hard core" disadvantaged families

Teaching Improvement and Programs:

1. Teachers with different skills teaching together as partners
2. Paying salaries of teachers to attend summer workshops

Educational Services for the Disadvantaged, a dimension made up of:

1. Increasing vocational education for adults
2. Increasing psychological services in the schools for treating juvenile problems
3. Increasing stress on vocational training for children not going to college
4. Increasing efforts to prevent school drop-outs

The only dimension in which this pattern was not found was one called Progressive Education, made up of items critical of schools from a conservative point of view. In other words, it appeared that there was some concern with the fundamentals, pampering in the schools, competition as opposed to cooperation, and passing on of traditional values, etc., still prevalent within this group, despite their desire for what amounts to rather dramatic changes in school curriculums generally. Except for this latter diversion, it would appear that the previously "typical" in terms of the usual paradigm became quite untypical, without

having had their status in the system essentially altered. Thus, contrary to the view that personality, as a complex of attitudes, etc., is a fairly fixed entity, it appears that some other model may be more, or at least equally, appropriate.

In the examination of attitudinal and behavioral development, there is a kind of continuum of possibilities, ranging from that of a fixed, unchanging entity, to a situation involving constant flux and change, neither of which generate much satisfaction for this, or most observers. A more reasonable alternative holds, as does Milton Rokeach, that the more deeply held beliefs or attitudes of adults are most constant when central to the identity of the person, and more changing or changeable when on the periphery of that central core.

We picture that central core as equivalent to the individual's self image, and that his self interest is, or tends to be defined in terms of that self image. The culturally disadvantaged individual understands a certain collection of attitudes and behaviors to define not only himself but others in his immediate surroundings, and most of his experiences tend to reflect and reinforce those perceptions -- the school, teachers, the neighborhood, etc.

Thus, whereas the social-structural approach to explanation of participatory behavior can explain a large part of the variance in any particular survey of the populace, it has, because generally limited by the prevalent methodological technique, little to say about the possibility of change in the individual. The one example is hardly sufficient to level strong criticism at a relatively large body of findings, however it, along with a general feeling of unease about the degree of superficiality evidenced by a theory which simply explains but offers little possibility or direction for change gives us cause to cast about elsewhere. This, then, is where the use of panel data, especially from a natural experimental setting, should be very useful, in the same sense as used in the previous report.

We will be examining, in this report, the same variables as are commonly used except that in this case we are interested primarily in the individuals who have changed in degree, or in some qualitative way, from one status to some other in an attempt to determine some of the dynamics of behavior and attitudes, as it is not possible to do in the standard one-shot survey.

The Sample

The data to be used in this analysis was drawn, originally, from five Oregon cities representing a wide variety of sizes and character. Utilizing randomizing techniques a large initial sample was chosen as early as 1959 in two of those communities (Eugene and Springfield), and the questionnaires re-administered on four subsequent oc-

casions, in 1960, 1963, 1964, and 1966, picking up the remaining three cities in the last three waves. We are therefore only interested in the last three years of the panel for the purposes of this report.

The object of the initial study being the study of the impact of educational innovations on the surrounding community, the two communities mentioned above were natural choices. This was due primarily to the existence of a highly publicized program of innovations in the schools in Eugene and the absence of such an effort in the second city providing a natural, and easily accessible (since they are within two miles of each other) control community. The other cities were added later for a comparative study across the extreme variety of size and economic bases represented.

Both the original cities have experienced tremendous growth in population in the past twenty years and are the centers of population in that (Lane) county. Eugene is the county seat, and therefore is the home of a large complex of county agencies as well as state and federal agencies. It is the home of the University of Oregon, which along with the other governmental aspects tends to give it a predominantly white collar, middle class cast to the city. Traditionally it has been a rail center for both retail and wholesale trade lending further credence to a description as a mercantile community with an educational bias.

Springfield is a community of completely different character for being just across the river. Its economy is heavily dependent upon the lumber industry, and annexations have not only contributed to population growth but added, by including lumber mills and warehouses within the city limits, a distinct feeling to the description "blue-collar" community. A very small proportion of Springfield citizens work in white collar occupations.

Oakridge is a very small community about forty miles from the two just described and could best be described as a company town. Dominated by and dependent upon a very large lumber mill, it offers little more than labor to the industry and services necessary for the maintenance thereof. It is a small essentially rural area with a relatively stable population of approximately 3000.

Junction City is located in the opposite direction from the two hub communities in the flat farmland of the Willamette valley, and while equally rural in nature is given a distinctly different character by its heavy reliance upon its farm surroundings. Having about an equal population size as Oakridge, it has a strong ethnic base, as exemplified in the only celebration which could be so characterized in the western half of the state, the Scandanavian Festival, which suggests the background of much of its economic sustenance, the many surrounding farms.

Portland, the largest of the five communities, is also the largest metropolitan area in the state, encompassing approximately 400,000

residents. It possesses the state's largest port, naval facilities, industries, etc., as well as the only substantial Negro subcommunity. This subcommunity is sufficiently large (about 20,000 population), mostly concentrated in a single ghetto-like area, to enable us to treat it as a separate entity unto itself, which will give us a sixth community. This will also enable the comparison of a racially homogeneous Black community with the others which by and large, are White. Though the experience has not been as intense or violent as in other cities, there have been (and continues to be to some extent) issues of race and poverty which have been the source of considerable conflict in the community. It would be safe to say that while the degree of intensity of overt (thereby visible) racism may have been less than elsewhere, nevertheless the manifestations are sufficiently similar, and could be studied here as well as in the larger areas.

All the communities selected have been the beneficiaries of a variety of programs, both federal and local, to attempt to upgrade the quality and quantity of education received by the populace. Head Start programs have been instituted in almost all, and a youth program dedicated to attempting to re-integrate drop-outs of high-school age back into the work force, etc., operated for several years in the four smaller communities. All the communities have experienced difficulties in passing various budgets for both the local school districts and operation of municipal governments. Therefore there has been plenty of emphasis, in terms of programs, information, etc., regarding education in these communities.

For the purposes of this report only those survey members who were in the panel for the total time period were included. That is, for the original study the sample was added to at each wave to make up for the panel mortality which is the bane of such research. The more mobile segment of the population, usually the younger, married males is therefore lost, to all intents and purposes, from the study sample. Attempts were made in the original study to make up the losses by adding, at each administration, a number of neighbors, which in an area sense, would be more likely to be like, on a number of indicators, the lost panel member. For measuring change, however, it was necessary that we have only panel members who had been through the entire study. Therefore the study could be considered to be somewhat biased to the extent that the sample used is a relatively permanent group of people.

Methodology

The primary object of this report is to examine interest and participation in political activity as a stochastic process. The standard investigatory procedure, as exemplified by those reported

by Carter, et. al.,[1] and Bush and Deutschmann,[2] either look at aggregate data (which analyze social groupings rather than individuals), or use a one-shot survey technique, neither of which allows any insight into the attitudinal dynamics of the sort which appear, now, to be wreaking havoc with previous assumptions utilized by administrators, responsible for raising public monies for school operations.

The collection of knowledge (a mixture of folklore and research findings) presently relied upon (to the degree that the latter is used at all) is based, to a large degree, upon such survey techniques, the results of which generally support the predictive power of socio-economic class as an explanatory variable. The problem with this approach is that by its almost total unconcern for the individuals in its purview the one-shot survey offers no glimmer as to the processes involved by which people change in the degree of attitude favorability or unfavorability, or amount of interest with which they perceive the schools, etc. In other words, SES offers a "most probable" explanation of behavior, in the sense that at any particular moment in time a survey would demonstrate similar partitions in the populace, and probably similar attitudes within those categories across time. However, the real world is not describable as a static phenomenon, even though it may be tempting (and cheaper) to do so, and that is why it is felt here that a great deal more about the existence, and particularly about the dynamics of the changing attitude, should be known for true, or better, understanding (and perhaps for more knowledgeable decision making).

Change, while perhaps not a constant factor in the life of an individual, is still a more important part of it. Some changes simply "happen" to the individual, while others are the result of a conscious, planned action. They may range anywhere from stopping smoking to getting married to moving to a new city to getting a raise in pay. New situations, new acquaintances, new life spaces, etc., are very often the sources of new or altered attitudes, new interests, and new activities due to re-evaluation of previous positions as the result of encountering new stimuli. The individual's new social position or role may give him cause for a completely new basis for perception of events around him.

It would be very useful for the administrators and local public officials to possess a greater understanding of the dynamics involved in these attitude changes, especially since present knowledge based,

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[1]Carter, Richard F., and Sutthoff, John, Communities and their Schools (Stanford: School of Education, Stanford University, 1960); Carter, Richard F., and Savard, William G., Influence of Voter Turnout on School Bond and Tax Elections (Cooperative Research Monograph No. 5, Office of Education, Department of Health, Education and Welfare, Washington, D. C., 1961).

[2]Bush, Chilton R. and Deutschmann, Paul J. The Inter-Relationships of Attitudes Towards Schools and Voting Behavior in a School Bond Election (Palo Alto, California).

as it is, largely upon social structural characteristics appears to be losing its predictive power. When it is necessary to face the voting public year after year for approval regarding your school budget, barring political reform to relieve these demands, such information would in all probability facilitate the achievement of voter approval.

Our focus in the following pages, therefore, will be on potential indicators of interest and involvement in the local educational establishment. We will attempt to follow changes in this area as they relate to other attitude sets, in particular interest in the affairs of the local government and politics; and as those changes themselves may occur as a result of various changes in socio-economic status or life style such as those mentioned previously.

The model used to guide the investigations will of necessity be a simplistic one due to the general lack of knowledge of the area of inquiry. The literature on role as a concept having to do with one's position in society lays great emphasis upon the sets of differing expectations which accrue to different positions. These expectations mean that subtle, or perhaps even blatant pressures will be felt by the individual who is experiencing, or has experienced some change in his life, such as getting married. These pressures not only apply in the area of overt behavior but to attitudes as well, and therefore we maintain that over time there will be a strain toward consistency both within the individual's attitudes themselves, and of those attitudes with the positions into which the individual may move. That is, we would expect that the core attitudes (which tend to define the individual self) may eventually be reached as the individual begins to define himself in the terms of the new position he holds. For instance, given an increase in expressed interest and participation in programs, policy making, etc., within the school system, we would expect a trend toward, if not an already existent, set of concerns with the local government, its problems, elections and so on. This is very simply due to the logical connection between the two areas in actual practice, both (very often) in terms of personnel, but most certainly in terms of the common problems of raising public monies for operation of programs involved. They are both public institutions involved in performing services for the community and therefore depending upon the support of that public.

Similarly we maintain that changes in one's position in society from single to married, or from childless to parental status, would lead (at least according to common folklore) one to expect that interest and involvement in various community affairs would increase. The unwritten law which virtually prohibits the single individual from running for public office is an example of the effects of the present level of "knowledge" of behavior.

The foregoing suggests the use of two groups for analysis, they being defined by whether or not the individual members have changed on a particular item of interest, such as marital status, parental

status, home ownership, organization membership, etc. Thus for each hypothesis we will divide the sample into: 1) a group which changed over time and, by way of a control or comparison, 2) a group of non-changers. The general expectation will be that consistency and congruency in the individual's attitudes towards the above-mentioned areas will tend to be maintained. Specifically these attitudes will be measured by the use of, for the most part, such items as "Are you interested in local politics and city government?", and "Are you interested in the local school system?", and others which inquire into the actual participation of the individual in those institutions. Thus the analysis will include both attitude sets as they relate one with another in related areas of interest, but also those attitudes as they relate to new positions or situations in the social structure which the individual may find himself occupying. For example, we will examine individuals whose interest and involvement in municipal affairs changed from 1963 to 1964 (the first time period in the survey) and test that change as it is reflected in change or stability in: 1) the same type of interest and involvement in the later time period, and 2) test also its relationship to participation and interest in school affairs in both the same and the later time period (1964 to 1966). For the most part, however, in testing for effects of changes in the objective statuses we will use the longer time period, i.e., 1963 to 1966, since this will have the effect of increasing the numbers of individuals in any change category.

The most basic of the comparisons will therefore be between positive and negative changers, with non-changers used as a control or base-point. Three other variables, across which the former will be presented, are the size and type of community in which the respondent lives, and his race. There are communities within the purview of this study which previous investigations have shown to be representative of most (one even receiving an All American City award), ranging in size and degree of urbanism from a 350,000 plus metropolitan center to a small rural incorporation of approximately 2,000. Thus if the urban-rural, gemeinschaft-gesellschaft relationships utilized in ideal-typological investigations have any meaning, it is likely that the differences in formal-informal, citizen-public official interrelations could be substantial, and therefore it will be necessary to examine the sample from each community individually. It is of interest here, to test whether such factors that do relate to shifts in interest and participation do so regardless of community size and character.

Despite the fact that Portland's proportion of non-whites is smaller than in many urban complexes of its size, the problems faced by the Black sub-community within the larger one have been shown to be not unlike those of larger metropolitan areas regarding race relations and de-facto segregation in the public schools. For this reason and others, such as the apparent misperception of minority and lower-class attitudes toward public school programs, etc., we will test Black and White subsamples separately, i.e., treat the Black community as a separate, or sixth, community. Here we will be testing such ques-

tions as what effects participation in such areas as civil rights activity appears to have upon activity in related areas such as local politics and the schools (the same as mentioned previously). It is our contention that such activity as that in CORE, NAACP, SNCC, etc., is of a type and ultimate goal that would be consistent with, indeed should promote interest and participation within existing (although White) institutions, such as the political realm, be it school affairs or the local municipal government.

Given previous findings utilizing this data, which demonstrate that support for various aspects of vocational education programs (whether available or not) appears to exist despite the cultural, educational, or social background (or present) of the respondent, it will be necessary to control on socio-economic variables, which together with other controls above, would result in very small numbers of people to examine. Therefore, for this reason, we shall drop the community and other controls from this segment of the analysis.

Indeed, this latter problem (that of having small numbers of people for analysis in a study of apparently considerable magnitude) is one of the primary drawbacks of the natural experiment, i.e., it is very difficult, when picking a sample to insure that the same proportions of all concerned categories of respondent will be available throughout the duration of the study. Random sampling procedures maximize everyone's chance of initial selection, but it is precisely those of interest that have the highest mobility rates. Thus, in a panel study some lesser degree of control is a penalty paid.

This change analysis will occur in two parts, the first of which will deal with the effects of potential changes in the individual's position on a number of characteristics. The second part will deal with the relationship of attitude change in one area and its effect upon some other related area of interest. At this point we will deal with the descriptive characteristics, beginning with the procedures used for the analysis. In each case the responses available for each variable were reduced as much as possible to retain meaningfulness and at the same time increase the cell size as much as possible.

In the case of family structure, we hypothesize that greater interest and participation will be demonstrated upon being married -- that when the individual is placed in the position of potential parent, (and therefore operates under a societal expectation that he "become responsible," regardless of the degree of responsibility possessed before) his interests etc., regarding the future well being of his potential children will promote greater concern with the various activities and affairs of the school system. At another level, the initiation of commitments such as buying a house, a family car, etc., are potential causes of concern with local government and politics because of the demands made by those institutions on one's pocketbook for tax monies of various kinds. Change away from marital status is a more ambiguous phenomenon, however, since it is not immediately obvious that

the characteristics attributed to the single person apply here. For the purposes of the analysis, we will maintain that, given children, the interest in school affairs will remain high (assuming it is already) or at least not change, but that if there are no children there will be a tendency to become less interested.

In the case of home ownership, we would expect a greater degree of permanence in the way the individual sees his relationships with the community. In a very significant manner the home buyer takes on for himself a greater degree of responsibility regarding his private life -- it is he who must pay the taxes, make repairs, and foot the extra bill for additions to his property because of additions to his family, etc. Due to this felt permanence in the community we would predict a greater degree of generalized interest and participation in the affairs of the schools and local government given a change from renter to owner (or buyer) status.

Income presents a somewhat more difficult problem due to its differential effects upon life style as one moves from one end of the continuum to the other. We have trichotomized this item into low (below $1000 to $3999), medium ($4000 to $6999), and high ($7000 and up), largely due to that reason. That is, since the focus of this investigation is to the greatest extent upon the culturally (usually coincident with economically) deprived, and an increase in income at the low means a quantitatively different thing from the high end, we have put the focus on that (the lower) end of the continuum. Furthermore, we have somewhat arbitrarily omitted changes of less than $1000 annually, since lower amounts could only with great difficulty result in a substantially different life style. Secondly we feel that a pay raise seen at the lower end of the income scale may be seen as quite significant which at the upper end may well not have any effect at all.

Still another factor is PTA membership, which we have collapsed from three categories (member, nonmember, and past member) to two -- simply member or nonmember. The prediction here, as well as for the last item, which is membership in social or fraternal organizations, is obvious -- that is as membership in the various organizations occurs or increases, interest in the affairs of schools and local municipal concerns will also increase (if it has not already -- that is, prior to the act of joining). It is impossible to say precisely in what order this happens, i.e., whether a generalized interest causes one to join or whether some specific issue prompts joining, after which a more general set of interests, due to a better knowledge of the problems involved, is developed. More important, however, is the problem of cross interests, or the development of interests in some area as a result of activity in another.

The Black sample in our study was asked some questions specific to their situation, two of which are of direct relevance here. The first, asking about membership in civil rights organizations, actually included the gamut of types found in this area (from SNCC to the NAACP), but for the purposes of this report, for reasons given before

(of numbers involved) this item has been reduced to simply member or nonmember. In actuality there might be considerable difference between the effects of membership in the two extreme types because of differences in operating philosophy, age of membership, etc., but at this point we are only interested in a gross effect process, primarily because of the difficulties obtaining with the reduced sample sizes encountered with a breakdown. The second item asked about the actual participatory ventures of the individual in regard to civil rights activities without reference to actual membership -- such things as boycotting, picketing, etc., which were collapsed to a simple "active" category as opposed to a non-active group.

The variables to be used in the first part as dependent variables and the second as both dependent and independent (since in that section we will examine the effects of a change in one interest or activity area upon another) are a collection of statements regarding interest on the one hand and participation on the other, in school affairs and those of the local government. We will also look briefly at some inquiring into the individuals' propensity to support various adult education and/or vocational type curriculum in the public schools. They are stated as follows:

How interested are you in local politics?
How interested are you in the school system?

where the potential responses range from "very interested" to "not at all interested" in four steps. The participation items simply asked if the respondent "is active in school (or government) affairs," with a simple "yes" or "no" response.

Results

The procedure we will follow in presenting the data is a relatively simple one. Throughout the analysis we tested one variable against another by the use of the standard contingency table. These, however, became much too cumbersome to handle when comparing across populations. To simplify understanding and interpretation, then, we have computed averages, or means, of the change scores on the distribution of the dependent variable for each value of the independent variable within each population. Thus a mean of -.25 on the item "Are you interested in local politics?" in the income category "-1" during the time period 1963 to 1966 for the Eugene sub-population, should be read as indicating a slight tendency for interest to decline, given a drop in income level from one category to the next lowest one. It should be noted here that no indication of origin or endpoint for the changer is given, this being a much more complicated type of analysis and very probably adding but little to an understanding of the phenomena. Any change score, or mean, simply refers to a direction and a magnitude of movement. Thus we also do not know, for

the stable population, whether they remained in a high or low interest category, but for our purposes this is of no consequence.

Let us consider first the relationship of changes in yearly income to the individual's expressed interest in local politics, city government, and schools. It will be recalled, here, that the hypothesis suggests that interest in these areas should demonstrate some general increase as one's income increases. We attributed this potential to a variety of possible reasons, primarily the expectations of others, which impinge upon the individual in different ways with differing content as he moves from one income bracket to another, and virtually demand alteration of behavior in order to maintain a new status (especially when moving in the status hierarchy). Another explanation dealt with the increased potential for raising one's information level through those sources one must expend money for, given a raise in income.

In examining the tables below we would, in light of the above, expect increases in income to result in positive average change scores (representing increases in interest levels as expressed in response to the item) and conversely the hypothesis would predict negative means given a decrease (negative values) in income. The categories which appear warrant some further explication in that they represent not simply change in income, be it positive or negative, but rather, as noted in the last section, a substantial change in that income, i.e., from one large category to another. Now it is quite possible that a raise of only one dollar could move the individual from one group to the next, although we feel this too highly unlikely, especially given a number of persons in a category. This is a natural hazard encountered in the use of interval data, which once coded from the continuous original is not retrievable.

Table 1a

Interest in the Local School System as Related to Income Change

Income Change 63-66	Eugene	Spring-field	Junction City	Oakridge	Portland Black	Portland White
-2	1.00	--	0.0	1.00	--	--
-1	-.25	-.40	.25	.75	--	0.0
0	-.12	-.07	-.02	-.17	0.0	.06
+1	-.10	.08	-.37	-.35	-.57	0.0
+2	-1.00	1.00	--	--	0.0	1.00

Table 1b

Interest in Local Politics as Related to Income Change

Income Change 63-66	Eugene	Spring-field	Junction City	Oakridge	Portland Black	Portland White
-2	+1.00	--	0.0	+1.00	--	--
-1	-.25	-.40	+.09	+.25	--	0.0
0	+.82	+.64	+.12	-.17	0.0	+.22
+1	-.10	+.08	-.37	-.35	-.57	0.0
+2	-1.00	+1.00	--	--	0.0	-1.00

Note that all the underlined entries had all sizes less than eight, i.e., they should probably be regarded, not in their individual size or direction, but only as they reflect a trend over all the populations within one category or another. Individuals who responded "Don't know" or "No comment" on either question were omitted from the analysis.

Inspection of the tables regarding the variables "Interest in..." brings one to the conclusion that changes in income appear to have no predictable effect upon the amount of interest generated in the general population by these two most important institutions of society. While there is, almost without exception, more interest change per group among those who experienced some change of income, the direction of that change in interest level cannot be said to be a function of the income change (unless one were to argue that income change causes, or increases the chance of, re-examination of one's perspectives no matter whether the change is up or down). The latter observation adds little to explanation, however.

What about variables whose character is much more social in nature? Let us now look at the possible effects upon those interests which may be brought about by the act of joining new organizations, in this instance tested by using simple changes in the number of organizations in which one is a member. For obvious reasons there are two of these indicators: social and fraternal organizations, and PTA membership, where the latter has a direct and close relationship to the schools but in the former instance there may be a variety of connections to one or the other institution, none of which, however, would be of quite the same close and interconnected nature (excepting acquaintances with individuals involved with both the organization and politics, etc.).

Here one would expect that, if the individual had not already formed opinions in line with his new organization(s), he would find

himself under some pressure to do so. This may involve simply being exposed to new information not previously known to the individual, or a desire to be accepted by individuals within the organization who think differently. Here we should make clear that we have no way of knowing, given the data, when the changes (if any) occurred, whether before, or after, the act of joining. That is, we cannot tell whether an individual joined an organization in order to facilitate carrying out his already developed interests, or having already joined, he began to question his previous orientations, etc., and then began to show more or less interest.

Here, as with income change, it appears that there is no predictable effect upon one's expressed interest in these areas, since a decrease in membership is just as likely as joining extra organizations to result in a negative change in interest, or vice versa. This appears to be the case regardless of the size or type of community the individual may live in, as well.

The types of organizations falling under the general rubric "social or fraternal" are many, and aside from assuring that the individual interacts with others not necessarily family or work related, it should not be assumed that there is a necessary politicization (in whatever sense) effect, even though many organizations have, by their very existence, a high political potential. That is, there is much more likely to be some commonality of interests within a structures organization than without, which could be mobilized more easily by virtue of familiarity with others and (usually) by identification with the organization.

Thus it would seem that the best test of the hypothesis is to be found in the case of the PTA, in which the stated goals have to do with the development and extension of understanding and interest in the affairs of the school. For the same reason as earlier, we cannot engage in a causal analysis, and therefore will have to confine ourselves to simply establishing (or negating) a relationship. We have a situation, however, in the case of the PTA in which the organization is directly related to the institution of the school, even to the point of meeting (most often) within the confines of the school and should thereby be in the best possible position to promote or at least foster interest in that institution, be it positive or negative. The question under scrutiny is a neutral one, asking after simply interest, and not favor or disfavor with programs., to be found in the school.

Table 2a

Interest in School System as Related to Membership in PTA

Change in PTA Member 63-66		Eugene	Spring-field	Junction City	Oakridge	Portland Black	Portland White
Left or became inactive	-1	.28	0.0	.25	.50	.00	.37
Stable	0	.20	.04	.01	.18	.05	-.13
Joined	+1	.04	.07	.12	.09	.25	.02

Table 2b

Interest in Local Politics as Related to Membership in PTA

Change in PTA Member 63-66		Eugene	Spring-field	Junction City	Oakridge	Portland Black	Portland White
Left or became inactive	-1	-.28	0.00	-.25	-.50	0.00	-.37
Stable	0	-.21	-.04	-.01	-.18	-.06	.13
Joined	+1	-.04	-.05	-.12	-.09	-.25	-.03

The configuration of the tables breaking PTA membership change down on the two "interest" variables follows the same trend we have found on the previous potential predictors, i.e., that just as such things as joining organizations, or receiving an increase in income is not (according to our analysis) sufficient to determine or predict that a change in interest level toward such important institutions as the school or the local city government will take place, such is also the case with PTA membership. In fact, it appears that across the total sample, regardless of the organization membership, or the type size of the urban area lived in, there was between 1963 and 1966 a general decline of interest in the school system.

Still closer to the individual, in terms of its potential for effects upon interests, etc., is the structure of the family -- the nuclear unit within and from which he interacts. What happens when the nature of that unit is changed, i.e., what is the potential for change in the way the individual perceives and interacts with the institutions around him when he marries, or conversely, when he becomes single, by divorce or death, again. Our hypothesis determines that marriage will generate more interest in the local school system simply

because of the new potential for generating future consumers of those institutions, on the one hand, and in addition, to the increased social pressure (in terms of societal expectations, definitions, etc.) to be "responsible" -- a characteristic not usually demanded of a single individual. In fact, being single, or divorced, is seen in this society as being very close to a pathological condition, a state in which other types of deviancy are therefore tolerated, because more "natural" to that already deviant state. Accordingly we make the above prediction, and further that the same situation, i.e., an increase in interest, will be found the case regards the concerns of local government, for similar reasons.

The reverse process, i.e., "becoming single" again is somewhat less clear, due to the obligations which arise during the conjugal period, in particular, children. In the case of separations, then, a further qualification is in order. The hypothesis would be amended because of the potential, given children, of a maintenance of the level of interest expressed during the married state, at least in the instance of interest in the local school system. In the absence of children, however, we would predict the reverse of the original hypothesis, i.e., that interest in the local schools would exhibit a decline in intensity, would apply.

The following table gives the mean changes for each group, again broken down into community and race where appropriate. As can be seen, there does not appear to be any predictable differences, either across community size and type, or between the groups; change to single, stable, or change to married.

Table 3a

Interest in the Local School System as Related to Change in Family Structure

Change in Family Structure 63-66	Eugene	Spring-field	Junction City	Oakridge	Portland Black	Portland White
Single -1	.50	.75	-.66	0.0	-.33	-.75
Stable 0	-.17	-.09	-.04	-.19	-.08	.00
Married +1	0.0	1.00	--	0.0	--	0.0

Table 3b

Interest in Local Politics as Related to Change in Family Structure

Change in Family Structure 63-66		Eugene	Spring-field	Junction City	Oakridge	Portland Black	Portland White
Single	-1	+.50	+.75	-.66	0.00	-.33	-.75
Stable	0	-.16	-.09	-.04	-.19	-.08	_.06
Married	+1	0.0	+1.00	--	0.00	--	0.0

Runs were also made controlling for the existence or acquisition of children. The presentation of that aspect, however, would outweigh its usefulness, since its complexity demonstrated no apparent relationship.

Finally, we shall consider the characteristic "home-owner." Once again similar arguments hold regarding the individual who owns versus the one who rents his house, that is, it is generally felt that the home-owner is more likely to be more responsible, because more tied to the community -- i.e., more permanent, and however absurd it may seem, the payer of taxes (often used when arguing against given someone the franchise, if they don't do it directly), and so on. Thus the hypothesis states here that the interest change shall be favorable toward schools and government if the individual becomes a home owner, where that change occurs, and vice versa, that is, the owner who becomes renter is predicted to take a less interested stance in the two instances.

Table 4a

Interest in Local School System as Related to Home Ownership

Own Home 63-66	Eugene	Spring-field	Junction City	Oakridge	Portland Black	Portland White
Rent	0.0	-1.00	0.0	0.0	--	0.0
Stable	.32	-.02	.12	-.04	0.0	-.05
Buy	.40	1.75	-.67	-.05	-.19	-.34

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Table 4b

Interest in Local Politics as Related to Home Ownership

Own Home 63-66	Eugene	Spring-field	Junction City	Oakridge	Portland Black	Portland White
Rent	-1.00	-.50	-1.00	0.0	-.33	0.0
Stable	.05	-.03	-.07	.20	-.25	.14
Buy	-.20	-.80	0.0	.67	--	0.0

It is clear, however, that the stereotype regarding home ownership is another fallacious one. Once again, the distribution of mean changes gives little hint as to one's status, since positive changes appear just as likely in either change category.

The section above has been concerned with changes in a variety of indicators often used to determine a person's status in one realm or another. The implications of any system of categorization are that the categories themselves somehow attract or define the elements (in this case defining people), within them. If therefore, one of those elements acquires the characteristics of another category, and is accordingly shifted, the assumption is that secondary attributes (in this case, their interests) found within that new category will develop forthwith. This investigation had to depend upon a collection of essential stereotypes in order to approach the various categories, since for the most part, no similar study has been written, It appears, however, that for the small numbers of people who, in our panel, happened to fall in the categories of change, the stereotypical approach to defining people and their attitudes adds little to one's knowledge about the individual. Interests, at least in terms of alterations thereto appear to be little related to the indicators tested here. However, as we shall point out next, interests, with people being what they are -- concerned with what other people are thinking, etc., may not correspond to what they actually do. Therefore we shall investigate the same indicators vis-a-vis activities.

"Interest," as expressed in response to as relatively vague a question as "Are you interested in the local public school system?", could in actuality mean very little. The socially acceptable response to such a query regarding schools or local government would be a favorable one (although this does not mean their attitudes and perceptions of the related activities are necessarily favorable). That is, one can be "interested," and condemn or accept what is done without so much as voting -- justifying his lack of action by the oft heard "what good is my (one) vote?". Therefore we feel that this possibility given

relatively small voter turnouts) demands that we look at some manifestation of the expressed objective interest variables -- action of some sort, in order to prevent measuring simply the tendency of respondents to answer as they feel they should (so as not to appear deviant, etc.). Schools and city government being seen as relatively important aspects of daily life, being crucial to socialization, enculturation, and provision of necessary services, respectively, "interest," in at least the most abstract sense of the word would appear to be a foregone conclusion, and therefore we present the following tables.

Two generalized questions were asked (in conjunction with other more specific ones which probed to actual activities) to tap this dimension. They were "Have you taken an active part on any public school/local government issue during the past year?" Here as before we have presented the relationship of activity to each of the various situations (and changes therein) in which the individual may find himself.

It can be seen, as with the interest variables, that changes in the objective situation of the individual appears not to prompt any predictable changes in his activity, at least with regard to the areas examined, as can be shown from the following tables. In other words, income status and membership or lack of membership in an organization are not in themselves sufficient indicators to predict the type of activity or degree of activity of the respondent.

Table 5a

Activity in School Issues as Related to Income Change

Income Category Change 63-66	Eugene	Spring-field	Junction City	Oakridge	Portland Black	Portland White
-2	0.0	--	0.0	0.0	--	--
-1	0.0	-.18	-.08	0.0	--	-.16
0	-.07	0.0	-.08	-.17	0.0	-.01
1	.03	-.08	-.04	-.17	0.0	.05
2	0.0	0.0	--	--	.50	1.00

Table 5b

Activity in Local Government Issues as Related to Income Change

Income Category Change 63-66	Eugene	Spring-field	Junction City	Oakridge	Portland Black	Portland White
-2	0.0	--	0.0	0.0	--	--
-1	-.25	-.18	-.08	0.0	--	--
0	0.0	0.0	-.04	.05	+.12	.07
1	.47	-.12	.04	.24	-.14	.05
2	0.0	0.0	--	--	.50	1.00

Table 6a

Activity in School Issues as Related to Membership in Organizations

Organizations 63-66	Eugene	Spring-field	Junction City	Oakridge	Portland Black	Portland White
-2	0.0	-1.00	-.20	--	--	0.0
-1	-.25	-.71	-.36	-.14	0.0	-.11
0	-.02	.20	-.09	-.20	.67	.04
1	0.0	.08	0.0	-.14	0.0	0.0
2	0.0	0.0	.25	0.0	1.00	0.0

Table 6b

Activity in Local Government Issues as Related to Membership in Organizations

Organizations 63-66	Eugene	Spring-field	Junction City	Oakridge	Portland Black	Portland White
-2	-.50	0.0	-.20	--	--	0.0
-1	0.0	0.0	-.09	-.14	0.0	0.0
0	-.10	-.03	-.12	-.05	0.0	0.0
1	0.0	-.31	.08	0.0	.40	.16
2	.50	0.0	.50	.50	0.0	-.33

Table 7a

Activity in School Issues as Related to Marital Status

Family 63-66		Eugene	Spring-field	Junction City	Oakridge	Portland Black	Portland White
Single	-1	0.0	-.25	0.0	-.33	0.0	0.0
Stable	0	-.04	-.04	-.07	-.14	.05	0.0
Married	+1	0.0	0.0	--	0.0	--	.50

Table 7b

Activity in Local Government Issues as Related to Marital Status

Family 63-66		Eugene	Spring-field	Junction City	Oakridge	Portland Black	Portland White
Single	-1	0.0	0.0	0.0	.34	-.33	.25
Stable	0	.03	-.04	-.01	.09	.12	.06
Married	+1	0.0	0.0	--	-1.00	--	0.0

Table 8a

Activity in School Issues as Related to Membership in PTA

PTA 63-66		Eugene	Spring-field	Junction City	Oakridge	Portland Black	Portland White
Out of PTA	-1	.15	-.50	.13	-.33	0.0	0.0
Stable	0	-.04	-.03	-.15	-.13	.16	-.03
Into PTA	+1	-.06	-.02	0.0	-.14	-.12	.09

Table 8b

Activity in Local Government Issues as Related to Membership in PTA

PTA 63-66		Eugene	Spring-field	Junction City	Oakridge	Portland Black	Portland White
Out of PTA	-1	-.28	-1.00	-.12	-.16	1.00	0.0
Stable	0	.07	.03	0.0	.10	.16	.05
Into PTA	+1	0.0	-.12	-.02	.15	-.25	.15

Table 9a

Activity in Local School System as Related to Home Ownership

Own Home 63-66	Eugene	Spring-field	Junction City	Oakridge	Portland Black	Portland White
Rent	0.0	0.0	-1.00	-1.00	-.66	0.0
Stable	-.04	-.03	-.08	-.13	.14	0.0
Own	0.0	0.0	.67	-.16	--	.17

Table 9b

Activity in Local Government as Related to Home Ownership

Own Home 63-66	Eugene	Spring-field	Junction City	Oakridge	Portland Black	Portland White
Rent	0.0	0.0	0.0	0.0	.34	0.0
Stable	.03	-.04	-.02	.09	.05	.12
Own	.20	0.0	.34	.17	--	0.0

Note: Increase means move from less to more (yes).

It appears that we can say with some assurance that there is very little relationship between changes in the objective status of the individual and his attitudes, that no matter what one, of the changes herein examined, we chose, there existed no consistent, predictable change on the part of the individuals involved. In fact, one is somewhat impressed with the apparent randomness of behavior, outside of a rather large stable mass.

In the preceding section, we could phrase the sense of the investigation as the examination of the relationships of the inner man (i.e., his attitudes) as it relates to his perceived relationships with the outside world. Next, we will attempt to examine the internal configuration -- in terms of the ways in which one attitude set meshes with, or related to, some other. Most facets of one's life become related, one with another, because of logical relatedness in the real world -- thereby attitudes toward and about various parts of one's life should demonstrate some degree of fit, one with the others. As a natural extension, then, one could expect changes to occur, one as a function of any other, if change should happen to occur in some one of those areas.

The following tables test the relationship between change in one variable over the total time period and change in the other, without regard to area or racial controls.

For politics/loc. govt. interest categories of change:	3	2	1	0	-1	-2	-3
mean change on school int.	3.00	.40	.13	-.13	-.22	-.33	-.66

and in like manner, looking at the same table turned on its side, we find:

For school system interest categories of change:	3	2	1	0	-1	-2	-3
mean change on pol/loc govt.	3.00	.22	.34	.01	-.19	-.55	-.40

From the above tables we can see that there is, indeed, a strong relationship between changes in expressed interest in one area and changes in the other. The relationship between changes in interest in local politics and city government, and changes in interest in the school system is an almost perfect linear one.

Another aspect of this is the way in which interest change in one area will affect the individual's activity in that area. In other words, a logical concomitant of changes in interest, if it means anything at all, would be some change in rates of activity in that area. We find from the tables below that the relationship appears to be slight.

	Interest in school system						
Interest change category	3	2	1	0	-1	-2	-3
average activity change	0	0	.08	-.05	-.09	-.11	0

	Interest in local pol/city govt.						
Interest change category	3	2	1	0	-1	-2	-3
average activity change	0	0	-.02	.03	.08	-.07	0

In the case of the school system there appears to be a slight linear relationship between interest change and activity, i.e., as interest wanes so also does activity in the area. The case for interest in city government, etc., is not so clear and does not allow any inferences.

It is highly likely here that activity is strongly related to interest change over issues, rather than a long-term continuing pheno-

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menon. That is, given some issue which arouses the interest, be it wrath or appreciation (such as sex education, which seems to generate strong emotions in both directions), people will come out in relatively large numbers to work for (or against) it. But the ordinary situation, due largely to the amount of time required, may prohibit a continued strong relation between interest and actual activity.

The final segment of the analysis was intended to deal with two items specifically asked of the black portion of our sample. The intention here was to test the effects of joining any one or more of the various civil rights organizations, or of participating in any types of civil rights activity, upon the interest shown and activity demonstrated within the larger system. The general expectations here were that individuals who joined or participated in some way in bettering their own welfare through the specific interest organizations and activities, would realize the importance of interest in the workings (and therefore importance of participating in) the affairs and operations of the local government and school system. Unfortunately for the analysis we found no individuals who fell into either of those categories during the time period included by the survey. Of the few who did serve a civil rights organization during that time there was no change in interest, either positive or negative. Similarly among those who participated in various activities such as boycotts, demonstrations, etc., we found among the few who participated between Time 1 and Time 3 but not before, no changes in interest in the areas of investigation, but some decline amongst those who dropped out of that area.

The following tables (10a and 10b) are somewhat complicated and therefore possibly difficult to interpret. The tabled values on the first are the average change on the "Interested in the school system" variable, for individuals who happened to fall in particular categories based upon their changes or lack of same on interest in politics and city government. What we attempt to show here is the relationship of changes during one period of time to attitudes, etc., at a later period as they seem to affect the expressed interest in the other area (that of schools). Thus we would expect those who demonstrated positive interest change in the $T_1 - T_2$ (which we shall call C_1) time period toward government, etc., to tend to show similar changes in the school system. This is the case in the only non-zero category in the ++ (63-64, 64-66) quadrant -- but there are also positive changes occuring in the -+ (same as above) quadrant. Among those who became more disenchanted in C_2, after initially showing positive change in C_1, there is a considerable downturn in school system interest -- but again that interest decrease is found 1) among the stables in both time periods, and also in the -- quadrant. There while there are indications that the hypothesis is supported, there are also sufficient qualifications to virtually negate it.

Somewhat similarly the second table, which attempted to get at the same phenomenon, but from another direction shows ambiguous results. Generally it appears that over time interest in the school system fluctuates up and down -- i.e., those negative in C_1 are generally positive in C_2 and those + in C_1 are the opposite in C_2 despite the category of change in interest in city government. The necessary conclusion from all this, then, is that change in one is not necessarily a function of change in the short run, but that, from the earlier look at change over the total time period, a direct relationship appears.

Table 10a

Mean Change on "Interest in School System" (64-66) as it is Related to Interest in Local Politics/City Government for the Total Sample

Interest Change 64-66	Interest Change 63-64						
	3	2	1	0	-1	-2	-3
2	--	--	--	-1.00	.50	.50	--
1	--	--	.13	.07	.34	-.22	.50
0	0.0	0.0	-.24	-.09	-.39	-.62	-2.00
-1	--	0.0	-.31	-.30	-.25	--	--
-2	--	0.0	-1.00	-.62	-1.00	--	--
-3	--	--	0.0	-3.00	--	--	--

Table 10b

Tabled Values Represent Mean Change on Interest in School System (64-66) for Values of Interest in City Government (64-66), Given an Initial Change During T_1-T_2 on School Interest

Interest Change Government 64-66	3	2	1	0	-1	-2	-3
2	--	--	-1.00	.50	-1.00	2.00	--
1	-1.00	-.33	-.30	0.0	.70	1.00	--
0	-.50	-.66	-.57	-.15	.41	1.34	o1.00
-1	-1.00	-1.50	-.58	-.33	.54	1.00	--
-2	--	-1.00	-1.00	-.71	1.00	--	--
-3	-3.00	--	--	0.0	--	--	--

Note: If interested one time, less the next and vice versa.

Summary

The primary object given for this report was the potential advantage accruing to a variety of administrative positions, given a broader knowledge of their respective constituencies. This is seen as a problem area because of the steadily increasing difficulty found in many school districts, and even within the municipal arenas, in passing even minimal budgets to cover the services offered. The times and state of affairs being what they are it is necessary to ask for additional money each year merely to provide the same basic services, much less accommodate the greater numbers demanding them. Because of rising costs in all areas of operation and the related pressure of the expanding population, the antiquated tax bases are found totally insufficient.

In this milieu, then, we find the harried administrator, attempting to mold the best of all possible worlds -- and still get enough money to do it. One explanation of the difficulties experiences holds that given more, or better, information about the people he serves, the budget designer could better allocate funds in ways that would insure budget passage. It is based on this assumption that the investigation was undertaken.

An overview of the findings of this report need not be lengthy, for it is a simple matter to indicate that changes in the several objective statuses investigated here appear not to have a great impact upon one's attitudes toward local government or the school system. That we can be fairly definitive about this is shown by the lack of any relationship found in any of the types or sizes represented by the six communities in our sample (where the sixth is the Black sub-community within the larger Portland area). That is, neither physical size (in terms of population), nor type (and by this we mean economic base), nor color (race) appeared to differentiate the pattern found in the analysis -- a pattern which was consistent only in its lack of consistency.

Is it possible to draw any implications from these findings? Aside from the fairly obvious statements about the inadequacy, indeed the ignorance, of the stereotyped notion, there is little, in the examination of objective status change which could be of use to the administrator. However, as pointed out in the previous report, the debauching of stereotypical notions about the underprivileged, be it in simple economic, or cultural terms may well be an honorable goal, since a large portion of public policy appears often to have been based upon such questionable rationale.

Somewhat similarly in the case of the linking of attitude sets and the relationship of changes in one to what happens to other sets, we find little to expound at great length upon. We suspect that there are two (at least) types of people in this regard, those who are interested and active in public work generally and are involved fairly

consistently, and those who, if they get aroused (and this would most probably come as a result of a felt personal involvement) tend to last out an issue and then disappear again. We now see the development of organizations whose goals are sometimes, but not always, advisedly negative in regard to the nature and amount of the budgets requested by school districts and municipal areas. We would maintain that the composition of these groups is largely of the temporarily involved, though, due to the organization some greater involvement has occurred. Through personal attendance at some of their meetings, one is impressed with the naivete of many of those in attendance, and therefore is led to suspect the above, i.e., that previous involvement, if it occurred, tended to be issue oriented and without a real understanding of the processes at work.

We would suggest that what is really needed as opposed to a proliferation of the type of research which this chronicled, is a great deal more effort in the direction of understanding why we find such a consistently low rate of participation in this society, and in others of a different political nature the involvement-non-involvement ratio appears to be reversed. To the problems of alienation, factionalism, racism, etc., which are rending this country asunder, we feel the bulk of today's research contributes very little. The social sciences, by definition, should be in the forefront of analysis and decision making, in the place of the managerial type mentality presently in charge.